

MIRROR, MIRROR ON THE WALL, SHOW ME DOCUMENTS THAT REPRESENT US ALL

USING ARCHIVAL RECORDS TO CREATE INCLUSIVE LESSONS
IN THE CLASSROOM

**The Liberated Archive Forum
Society of American Archivists
July 29, 2017**

Ground Rules and Constrictions

- ▶ Facilitators are part of the conversation: We've brought (some of) the questions, but do not have all of the answers
- ▶ "Guide on the side, not sage on the stage"
- ▶ This is a conversation and space to learn, grow, share, and gather ideas
- ▶ This is a time constricted conversation so we won't be able to get to all of the nuances.
- ▶ Acknowledge who is not in the room...
- ▶ Assumptions:
 - ✓ Archivists are experts in their collections; archival research skills
 - ✓ Teachers are experts in instructional best practices and students/learners in the classroom; subject/grade area knowledge

ARCHIVAL STORIES, REAL WORLD DYNAMICS

The documentation in archives tell the triumphal and tragic **stories** of human life at the **individual and community** levels.

Archivists have a **professional responsibility** to ensure that the archival holdings collected and presented reflect the communities they serve.

Through an **inclusive approach** to collection development and **intentional mining** of current record resources, archival repositories can be a tool in providing perspectives that **weave shared experiences through a diverse population**.



WHY ARCHIVAL STORIES MATTER IN THE CLASSROOM

Storytelling is an inherent aspect of the educational experience and **teachers are**, by their very nature, **storytellers**.

Educators hold the **essential responsibility** of ensuring that *all* students see themselves **reflected authentically and meaningfully** in the stories told by the curriculum.

When this happens, students are more likely to **feel valued and respected** as integral members of the classroom community -- and the community at large -- which can lead to **deeper engagement and more substantial learning outcomes**.



WHY ARCHIVAL STORIES MATTER IN THE CLASSROOM

Enter archives...

Archives offer the opportunity for telling a different narrative than that found in traditional curriculum materials, a narrative that does the work of reflecting those populations of learners typically underrepresented in conventional classroom storytelling.



BENEFITS OF COLLABORATION

For Educators:

- Partnerships
- Student Engagement
- Classroom Management
- Inclusion
- Innovation
- Common Core State Standards

For Students:

- Engagement
- Confidence
- Identity
- Validation
- Empathy
- Life

For Archivists:

- Audience
- Community Allies
- Donors
- Recruits

LESSONS FROM CHILDREN'S LITERATURE

Through books children


- Develop self-identity
- Explore their world in a safe setting
- Understand shared experiences

Through photographs, letters, newspapers, and other archival documents children

- Connect stories to real life events
- See opposing viewpoints
- Find value in records
- Question the status quo

Teaching Tools & Techniques

- ▶ Differentiated instruction -
computers/digital media
(Scaffolding)
- ▶ Front-loading vocab
- ▶ Graphic Organizers
- ▶ Think-alouds
- ▶ Engage prior knowledge
- ▶ Fish bowl
- ▶ Check for understanding



Inclusion is not simply
about physical
proximity. It is about
intentionally planning
for the success of all
students.

thinkinclusive.us

Points To Consider in Designing Lessons with Archival Resources

Developmental Appropriateness & Engagement

- What stage are my learners at?
- What content grabs their attention and gets them excited to learn?

Curriculum relevancy

- Where do lessons/projects involving archives fit within my year-long plan?
- How could archives tie in to my subject area(s)?
- Which Common Core State Standards are addressed through working with archives?

Activity Framework

- Stand-alone lesson or sequential lessons?
- Project-Based learning?
- Individual or group activity?

What are the barriers?

Think of obstacles to collaboration among:

- ✧ Archivists
- ✧ Educators
- ✧ Students

How can the barriers be overcome?



GOALS FOR THIS INITIATIVE

Through the deliberate mining of archival records for inclusive and realistic stories, archival outreach will...

- Engage current users in a meaningful and personally relevant way
- Encourage underrepresented communities to see themselves as part of the institution's past successes
- Foster collection development that reflects the multiple perspectives for historical accuracy
- Focus on creation of knowledge not just consumption.

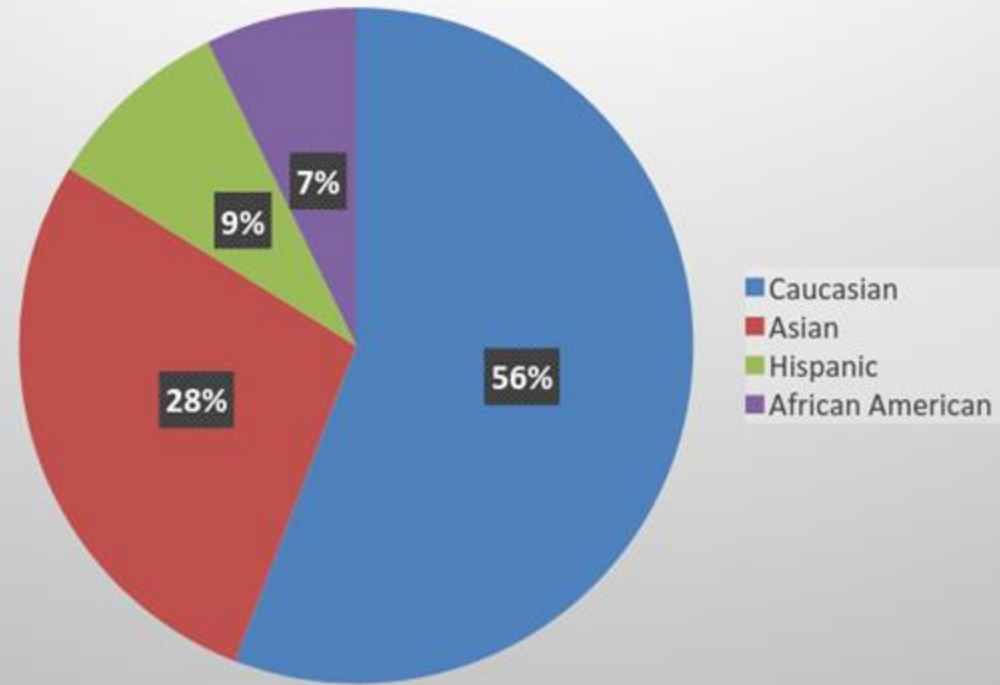
Georgia Tech then...



Georgia Tech now...



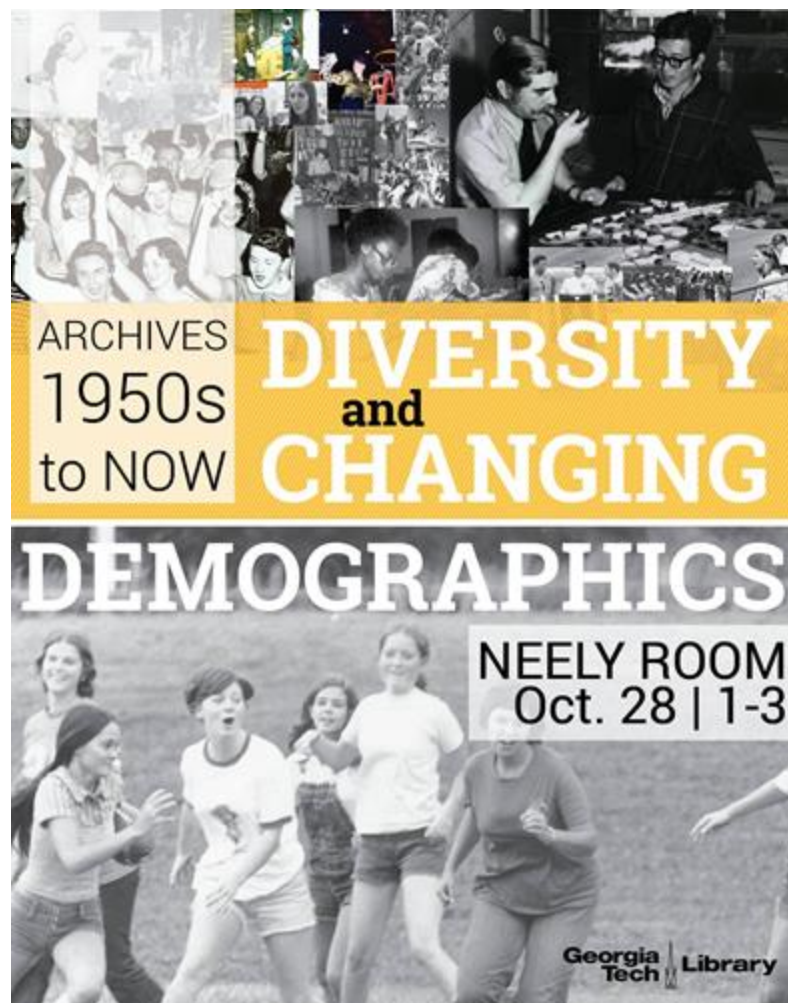
GT Undergraduate Demographics



INTENTIONAL SELECTION



REFLECTIONS IN THE ARCHIVAL RECORD



WAYS FORWARD



Archival collections provide additional information and stories to those found in the summaries of history textbooks.

Archivists reevaluate orientation and instruction materials for inclusive documents that give context to the growth of diverse voices within society.

Community partnership work with archival institutions to ensure that archives are collecting records of enduring value that reflect the real world.

HOW CAN WE HELP YOU TODAY?

Take home strategies

- ▶ Graphic Organizer
- ▶ [Individual Action Plan](#)
- ▶ Resources
- ▶ ???



LIVING IS FOR NOW OR NEVER...
WHICH DO YOU?

Further Reading

- ▶ Thirumurthy, Vidya. “Building Cultural Bridges Through International Children’s Literature.” *Issues in Education*. (2011)
- ▶ Williams, Joan A and Claudia Christensen Haag “Your Story, My Story, Our Story: Cultural Connections and Issues in Children’s Literature.” *The Journal of Children’s Literature*. (2011)
- ▶ Borough, Judith Etherton. “The role of archives in the perception of self.” *The Journal of the Society of Archivists* (2006) 27:2; 227-246.
- ▶ Feng, Huiling. (2017) “Identity and archives: return and expansion of the social value of archives”. *Archival Science* (2017) 17: 97-112.
- ▶ Senturk, Burcak. “The Use of Archives in Education: Examples From Abroad.” *International Journal on New Trends in Education*. (2013)

Instructional Resources

- ▶ **Info on Graphic Organizers:** <http://www.inspiration.com/visual-learning/graphic-organizers>
- ▶ **Examples of Scaffolding Strategies:** <https://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber>
- ▶ **Intro to Differentiated Instruction:** <http://www.learnnc.org/lp/editions/every-learner/6776>

CONTACT INFORMATION

Amanda Pellerin

Access Archivist

Georgia Institute of Technology

Amanda.Pellerin@library.gatech.edu

Miranda Westerman

Records Administration Assistant

Multnomah County

miranda.westerman@multco.us